DOCUMENT RESUME

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TITLE	IEA Six-Subject Survey Instruments: School Questionnaire.
INSTITUTION	International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).
SPONS AGENCY	Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).
NOTE	25p.; For related documents, see TM 004 138-163 and ED 034 290 and 300
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IDENTIFIERS	*International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire, completed by school coordinators, surveyed information concerning the schools involved in the study. Information concerning this questionnaire can be found in ED 084 503. (RC)

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IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2
- IEA/M1 Manual for National Centers
- IEA/M2 Manual for School Coordinators
- IEA/M3 Manual for Test Administrators

Stage 3
- IEA/M1/Stage 3 Manual for National Centers
- IEA/M2/Stage 3 Manual for School Coordinators
- IEA/M3/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
- Q = Questionnaire (student)
- T = Teacher questionnaire
- S = School questionnaire

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2: Student Population

- 1 = I
- 2 = II
- 3 = III
- 4 = IV
- 5 = I and II
- 6 = II and IV
- 7 = I, II and IV
- 8 = I and IV
- 9 = IV Specialist
- X = NA: Teacher or School questionnaire

3: Subject

- S = Science
- R = Reading Comprehension
- L = Literature
- M = Mother Tongue (Reading Comprehension and Literature)
- E = English as a Foreign Language
- F = French as a Foreign Language
- C = Civic Education
- 2 = All Stage 2 Subjects
- 3 = All Stage 3 Subjects
- 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name School Questionnaire

Data Bank Instrument Number SN2

TM 004 749

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Note that the variable name used in the Data Bank Manual appears in the margin to the right of each item, where possible; for some items the variable name appears in the box in which the respondent was to mark a response. These names were added by the Data Bank Team, and are not a part of the original instrument.

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(Note - It is assumed that this questionnaire will be completed by the school co-ordinator who may or may not be the school principal.)

The present questionnaire is devised to provide information needed for an international study of three subject areas. Among other things, outcomes of instruction in terms of performance on international achievement tests are related to certain "input" factors such as the facilities of the various school systems in terms of teacher training, number of hours of instruction, physical plant,etc. We are fully aware of the fact that in some instances a question cannot be answered with complete accuracy unless the school co-ordinator carries out time-consuming research. We want, however, to avoid that no single bullet is put on those answering the questionnaire, and therefore, urge that estimates are made in cases where exact figures are not available.

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22. Dividing students into classes for purposes of instruction, in academic subjects, schools adopt various practices:

A. Fast learners and slow learners are taught together for all subjects.

B. Fast learners and slow learners are taught separately for all subjects.

C. Fast learners and slow learners are taught together for some subjects and are taught separately for other subjects.

Please indicate which policy is predominantly followed in your school.

A. _____

B. _____ B/70 SN266

C. _____

Note: If you find it difficult to choose one of these alternatives, please indicate why in the remarks section at the end of this questionnaire.

Educational Program

23.a Which of the following statements best characterizes your school's program?

The school provides a variety of types of courses _____

The school provides only one type of course, (e.g. academic, commercial, etc.) _____ B/71 SN267

23.b If you indicated the second alternative in Q.23.a, which type of course is provided:

Academic _____

Vocational/Technical _____ B/72 SN268

General _____

DO NOT WRITE HERE

24. Do you have any provision for remedial teaching or tutoring in each of the following subject areas? (Indicate once in each row)

	None	In cases of great need only	Generally available	
Mathematics				B/73 SN269
Science				B/74 SN270
Reading				B/75 SN271
Language of instruction of school				B/76 SN272

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25. What is the language of instruction for most children in your school? (Indicate one)

Mother Tongue of children _____ B/77 SN273

Another language _____

26. In your school is there student involvement in decision-making concerning disciplinary action? (Indicate one)

Yes _____ B/78 SN274

No _____

27. Which of the following types of student assessment are used in your school? (Indicate one in each row) C/12 C

	Rarely or Never	Sometimes	Frequently	
Oral examinations				C/13 SN275
Teacher made essay tests				C/14 SN276
Teacher made objective tests				C/15 SN277
Standardised tests				C/16 SN278
Assessment of general performance in class				C/17 SN279

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28.a On average how many hours schooling per week do students in your school receive? (Indicate where appropriate)

Population I _____ hours C/18-19 SN280

Population II _____ hours C/20-21 SN281

Population IV _____ hours C/22-23 SN282

b On average how many weeks schooling per year do students in your school receive?

_____ weeks C/24-25 SN283

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29. After which grade do A) Science and B) Literature cease to be compulsory subjects?

A) Science _____ grade C/26-27

B) Literature _____ grade C/28-29

Concerning Science Teaching

30.i. In your school, is Science education best regarded as (Indicate one)

aa) embracing at least biology, chemistry and physics whether taught as an integrated discipline or not _____

bb) an intensive study of one, or of the most two, of the separate branches of science _____ C/30

30.ii. If your answer to question 30.i is a) please indicate if it is usual in you school for a student to study two or more branches of science simultaneously or are the branches studied consecutively, for example, in yearly units?

Simultaneously _____

Consecutively _____ C/31

30.iii. If your answer to 30.i is a) please indicate at what point in your school science is separated into its major branches of biology, chemistry and physics.

As an integrated discipline throughout _____

As separate branches from about Population I onwards _____

As separate branches from about Population II onwards _____

As separate branches throughout _____ C/32

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Parent Teacher Association

11.a Does your school have a parent-teacher association? (Indicate one)

Yes _____

No _____

b If yes, how frequently does it meet? (Indicate one)

Once a year _____

Twice a year _____

Three to five times a year _____

Six or more times a year _____

c If yes, in which of the following activities does it engage? (Indicate where appropriate)

Social work in the community _____

Socio-cultural activities _____

Activities for raising money for school _____

Curriculum and instructional methods (Computation over social learning problems) _____

Parent education - providing information for parents about various aspects of the school program _____

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Section Heading

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